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ABSTRACT

This handbook is designed to aid in developing a comprehensive program awareness effort to disseminate information on availability and accessibility of vocational programs at local, regional, and state levels. The first section focuses on developing a regional plan. It provides a suggested format for developing a county or regional plan and discusses audience and message. The remainder of the handbook is devoted to techniques to get the message to the audience. Practical suggestions and/or how-to-do-it ideas are included for preparing a news release, broadcasting, photography, open house/tours, brochures, speakers bureau, community involvement, displays/posters/bulletin boards, promotional ideas, slide presentations, proclamations, recognition/appreciation, TEMPO (information dissemination journal for Kentucky vocational education), journal articles, newsletters or bulletins, and interaction with other educators. Some samples and examples are provided. (YLB)

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Kentucky Vocational Program Awareness Handbook

1981

Connie Quinn

Bureau of Vocational Education
Kentucky Department of Education
Raymond Barber, Superintendent

CE 029 514

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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KENTUCKY VOCATIONAL PROGRAM AWARENESS: PLAN AND IMPLEMENTATION

by

Connie Quinn, Coordinator
Division of Publications

June 1981

Project Number: X99880023F

Kentucky Department of Education

KENTUCKY VOCATIONAL PROGRAM AWARENESS: PLAN AND IMPLEMENTATION

The objectives of the Kentucky Vocational Program Awareness project for 1980-81 were:

1. Field test "Kentucky Vocational Program Awareness Handbook".
2. Revise "Kentucky Vocational Program Awareness Handbook".
3. Coordinate and produce Bureau initiated and statewide program awareness activities.
4. Develop and implement a statewide program awareness plan.

During the course of the project, the "Kentucky Vocational Program Awareness Handbook" was field tested. Four hundred copies were distributed to local, regional, and bureau personnel for use during the 1980-81 school year. A field test survey was distributed in May to determine the usefulness of the handbook and necessary revisions.

Eighty-nine percent of those who responded to the survey found the handbook helpful. This revised handbook is a result of comments and suggestions received on the survey.

At the state level several activities were conducted, produced, or coordinated by the project director and Department of Education staff members. Some of these were:

- -One television public service announcement and two radio spots were produced and distributed statewide.
- -A 30-minute video tape featuring the TNT (Try Non-Traditional) Project in Louisville was produced and widely distributed across the state and to interested people in other states.
- -Two slide shows were produced, one on the Chapman Project and one on the Kentucky Industrial Training Program.
- -Involvement in New Shapes: Education and Education Speaks television and radio programs was continued.
- -Selected vocational program brochures were revised and reprinted.

Other statewide activities included consulting with regions on their activities, news releases, mailing information packets and National Vocational Education Week activities.

Another result of this project was the development of regional and statewide program awareness plans. One person was identified in each region to develop and coordinate the regional plans. The regional plans in conjunction with the statewide activities constituted a coordinated statewide program awareness plan. These plans and the financial support provided by the project made increased activities possible at the local, regional, and state levels. Some of the activities conducted by local facilities and regional committees were:

- -Newspaper articles.
- -Radio/TV coverage of events and local programs.
- -Open houses/tours of vocational facilities for students and community groups.
- -Industry appreciation luncheons and activities.
- -Vocational promotional items such as window decals and placemats distributed locally.

-Newsletters at the regional and local levels distributed to vocational personnel and business and industry leaders.
-Displays at the Kentucky Capitol, Kentucky State Fair, county fairs, festivals, shopping malls, schools, and other public places.
-Numerous TEMPO articles were submitted by each region. Articles were submitted to other professional journals and newsletters.

The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or handicap.

Printed with funds from Kentucky Vocational Program Awareness Project
Connie Quinn, Project Director

Message from the Superintendent

Accountability and recruitment are basic to the positive evolvement of vocational education principles and practices in Kentucky. Increased awareness of vocational programs must be promoted in order to foster continued public support for vocational education. It is to this end that these guidelines are presented for consideration in developing local program awareness plans to disseminate information on the availability and accessibility of vocational programs to all Kentuckians.

Basic to constructive promotion of vocational programs is the concept that one of the prime purposes of vocational education is to instill positive work habits and attitudes, positive self concepts, and positive goals for future occupational endeavors as well as developing the skills needed for successful participation in the world of work.

Raymond H. Barber
Superintendent of Public Instruction

Acknowledgments

Much credit and gratitude goes to the members of the advisory committee who contributed ideas and supported the development of this handbook. Members of the committee were:

Elma Freudenthal, News Director, Department of Public Information

Dorotha S. Oatts, Supervisor, Home Economics Education Unit

Jim Poore, Vocational Area Consultant Supervisor

Shirley P. Williamson, Head, Office of Communication Services

Don Wilson, Regional Program Coordinator, Vocational Region VI

A special thanks must go to Elsie Kennedy, Coordinator of Dissemination, Research Coordinating Unit, Bureau of Vocational Education, and Lou Perry, Coordinator, Research Coordinating Unit, Bureau of Vocational Education, who were patient, supportive and creative. Thanks!

Developing a Regional Plan

Program awareness is becoming increasingly important to vocational educators across the nation. We in Kentucky are doing an outstanding job of training our citizens to enter the job market. We have a good story to tell. Now we need to tell it. We need to make potential students aware of the training opportunities available to them. We need to make our communities aware of the many contributions vocational education makes. And we need to make the taxpayers aware of the good job their tax money is supporting. In order to do this more effectively, we need an organized program awareness effort. This handbook is designed to facilitate that goal at the local, regional and state levels.

The regional structure of vocational education in Kentucky lends itself readily to developing a comprehensive statewide program awareness effort. A regional contact person has been designated as the person responsible for (1) developing and implementing a regional program awareness plan, (2) assuming the leadership role in program awareness activities, (3) keeping the Bureau of Vocational Education informed of program awareness activities within the region, and (4) suggesting regional programs for statewide coverage.

In order to develop a comprehensive regional plan, the regional contact person may want to maintain a contact person in each county or each facility in the region. This contact would then be responsible for developing and carrying out a program awareness plan for vocational programs within the county or facility. This plan would be submitted to the regional contact person who would incorporate it into the regional plan.

Care should be taken to recognize and promote all types of vocational programs in a county or region, including direct and reimbursed, secondary and adult, CETA, veterans, etc.

The attached is a suggested format for developing a county or regional plan.

PROGRAM AWARENESS PLAN

County/Region _____ Program Awareness Coordinator _____

DATE	ACTIVITY	PERSON RESPONSIBLE	COMMENTS/EVALUATION

From these plans a master plan and calendar for the region can be developed by the regional program awareness contact following a similar format. Emphasis should be placed on keeping regional and Bureau contacts informed as to progress and success of activities.

The basis for these plans is maintaining communications. In order to maintain communications a continuity is necessary. The plans must provide for continued activities. The idea behand planning is that it provides a consistency of effort over an extended period of time.

Audience

In developing a program awareness plan you will want to consider what audience you want to reach. First determine all of the potential audiences available. These may range from large, anonymous groups such as taxpayers, to smaller, more familiar groups. It may be helpful to list all possible groups with whom you want to communicate. This list could include those groups or individuals involved in education. For example:

Students
Parents
Teachers (vocational and non-vocational)
Local board of education
Guidance counselors
Administrators
Advisory/Craft committee members

In would also be of value to list those groups which might be interested and receptive to your message but not directly involved in the educational process. This listing might include:

Prospective students and parents of prospective students
Business and industry
Taxpayers
Legislators
Media
Civic organizations

There may be other individuals or groups to consider in your particular locality that are important to the future growth of vocational education and they should certainly be considered potential auidences for any program awareness activities.

A list with a contact person, address, and telephone number for as many of the groups identified as possible would be helpful. Information on the groups or individuals you contact personally can be kept on file and updated frequently to provide the most current data.

EXAMPLE:

CHAMBER OF COMMERCE

John Jones, President
10 East Main Street
Simpsonville, Kentucky 40067

TELEPHONE: 502/368-9210

50 Members

Weekly Meetings - 7:30 p.m. each Tuesday at the Cross Town Cafe

Message

When you are planning your activities you need to determine what it is that you want to accomplish. What message do you want to share with your selected audience? What are the results you want to achieve? The answers to these questions will be as varied as the number of people who try to answer them. The following is a general list of the types of things you might want to consider - the various areas you may want to focus on.

a. Time/place/prerequisites/enrollment for new programs.

b. Services available to students.

c. Number, content, and scope of programs.

d. Student successes--projects or former students.

e. Unique/innovative programs.

f. Employment opportunities and availability of trained workers.

g. Cooperation/coordination between vocational and non-vocational education, or between vocational education and business and industry and the community.

h. Student activities and organizations such as DECA, FBLA/PBL, FFA, FHA/HERO, HOSA, VICA, etc.

i. Community projects

j. How vocational money is spent--facilities, equipment, etc.

k. Nontraditional training opportunities for both males and females.

l. Training and employment opportunities for disadvantaged and handicapped persons.

m. Professional organizations

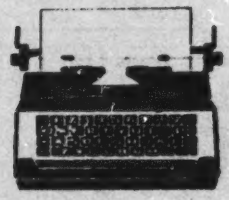
n. Professional meetings/workshops

o. National Vocational Education Week

The important thing is getting the right message to the most appropriate audience. Much thought should be given to the information each audience needs and what is to be accomplished. Thought must also be given to which programs are to be promoted. The final product must be an effective message aimed at a specific audience to achieve a desired goal or objective. All of this information should be considered in developing your program awareness plan!

Technique

Selection of the most appropriate method to get the message to the audience is crucial. The following pages contain some practical suggestions and how-to-do-it ideas.



Preparing a News Release

1. Gather accurate information. As a general rule, a release should answer the six basic questions:

   WHO? WHAT? WHERE? WHEN? WHY? HOW?

   (not necessarily in this order)

   Make a few notes concerning the subject. Then think what would be interesting to you if you saw it in the newspaper.

2. The opening paragraph or "lead" is most important and should contain the most vital elements of the story. If the "who" is most important, use that. If the "what" is the main reason for preparing the release, use that.

3. Be accurate--precise--complete. Be very sure to spell names correctly, give proper addresses, and unless it is vital, do not include phone numbers.

4. Your story will be more interesting to readers if you include quotations from someone involved with or knowledgeable about the subject of the release.

5. Type the release, double spaced, on 8½ x 11 inch plain white paper. Indent papagraphs. Start 1/3 of the way down on the page and leave 1½ inch margins. (See example)

6. At the top of the first page, put the name and phone number of someone the paper can contact if they need more information, or if they have any questions.

7. If the article is longer than one page, write "MORE" at the bottom. At the top of page two, flush with the left margin, put the subject of the release and the date.

8. At the end of the release write "30" or "###". This signifies the end. (See example.)

9. Be sure that vocational education is mentioned in each release dealing with specific programs, events, organization activities or people.

10. Hand carry the story to the newspaper office. The personal contact may increase the probability of getting the story into print.

11. It is not always necessary to write a news release or cover an event personally. If the event is important or interesting enough, you can call the newspaper and, if they can, they will send a reporter to do the story. Be sure to give the newspaper sufficient advance notice. It is a good idea to have something written for release, in case at the last minute the reporter is unable to cover the story.

EXAMPLE

Department of Education
Connie Quinn (502)564-4964

RELEASE AFTER:
March 2, 1981

STATEWIDE. (March 2, 1981) -- Eston W. Glover Jr. of Elkton was named Kentucky Young Farmer of the Year at the Young Farmer Association's annual meeting in Owensboro Feb. 28.

A former vocational agriculture teacher, Glover currently farms approximately 870 acres in the Todd County area. He received the award on the basis of his successful farming efforts, as well as his leadership abilities and family relations.

Glover gives credit for his successes to the help and encouragement of his parents, the training he received in his vocational agriculture programs and 4-H, his experiences in college, and the support he receives from his wife, Jo. "She helps with all aspects of the operation. We work at everything as a team", Glover said in his application for the honor.

Glover has been active in the Young Farmer's Association for only eight years, the same length of time he's been farming. However, Glover said, "I feel the experiences I gained as an agricultural instructor and as a fieldman for a Production Credit Association enabled

MORE

me to understand the need for good management and farm records, which enhanced my ability to get the financing needed to farm."

The Glovers have three children, Kimberly Jo, 11; Elizabeth Dawn, 8; and Eston W. III, 5. The family resides at Route 3, Elkton, KY and everyone does their part on the farm. Each child has some responsibilities.

The Kentucky Young Farmer's Association is made up of nearly 1,200 members who are out of school but enrolled in vocational agriculture courses in the evening at local facilities. It's purpose is to maintain and upgrade current management and technical skills necessary for a successful farming operation.

The other finalists in the Young Farmer of the Year competition were: Dale Outland of Murray, Mike Dotson of Versailles, Frankie Weller of Hodgenville and Kent Koostra of Bowling Green.

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EXAMPLE

Kentucky Department of Education
Rebecca Brown (502)564-4964

RELEASE AFTER:
March 21, 1981

FRANKFORT, Ky. (March 21, 1981) -- The first "Model Program of Mine Training for Women" will focus on preparing women for the coal fields - a job they were once denied because of superstitions that accidents would happen if a woman entered a mine.

The mine-training pilot program for women, scheduled to begin March 24 at the Madisonville State Vocational Technical School, is the first of its kind in the country. It is designed to condition women mentally and physically for job placement in the mines, according to Hazel Davis, program coordinator and director of the Department of Education's Equal Opportunities unit.

She explained that the Madisonville site was selected because of the school facilities and the simulated coal mine located nearby.

"Our unique 15-hour orientation program will cover topics such as legal and union rights, assertiveness training, the right to refuse work in an unsafe environment and survival techniques," Davis said. "We even plan to demonstrate how to lift a 50-pound bag of shale."

MORE

"Model Program of Mine Training for Women"
March 21, 1981

The women scheduled to participate in the pilot program consist of two groups with the first to begin training on March 24 at 9 a.m. They are expected to complete the program on April 7.

A second group, geared to working women, will begin the program on March 31 at 6 p.m. Each class will have 20 participants.

Davis said women need to become aware of what to expect when going to work in the mines since many don't know a great deal about tools or the kind of equipment used in coal mining.

"Many women think the $12.50 per hour pay looks good but never think about what is going to happen when they are actually on the job," she said.

The orientation program is designed to give a realistic view of just what to expect on the job - the good points along with the bad, Davis said.

The orientation will be conducted by Davis and four members of the Coal Employment Project and Coal Mining Women's Support Team headed by Joyce Dukes, acting director.

Davis said one member of the support team is an attorney and will be available to answer questions about legal problems and filing job related complaints.

She explained that 48 hours of mine-safety training are required for all miners before they are awarded permits. Under the mine training program for women, the 15-hour orientation is followed by 56 hours of mine-safety, including study in first aid, electrical hazards, accident prevention and self-rescue, she added.

Upon completing training, the women will receive mine permit papers for underground mining and a certificate for surface mining.

"Model Program of Mine Training for Women"
March 21, 1981

"Our main objective is to establish a support system among the women. We want to teach them to work with other women miners rather than compete with them," Davis said.

Plans to hold another mine-training program for women at the Hazard Vocational School are being finalized.

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Broadcasting

1. Public service announcements can be prepared and submitted to a radio or television station. Many television stations have a public service calendar which reports upcoming events of courses. For this type of announcement a script with the necessary facts is all that is necessary. However, if you want a promotional public service announcement played at another time, submitting one or two high quality color slides will improve the chances of the announcement getting TV air time.

   a. Find out what the local station's policy on public service announcements is and then follow their guidelines. A phone call might accomplish this, but it would be better to make an appointment to see the proper person at the station.

   b. It is a good idea to work closely with the stations in your area. They often have the facilities, technical knowledge, and talent with which to develop and produce high quality announcements.

   c. Keep announcements simple, use familiar words and short sentences. It is not necessary to use complete sentences; we often use phrases in ordinary conversation and announcements should sound like informal conversation. Avoid s's as much as possible -- a lot of them will make a message sound as though it was recorded in a snake pit. Repeat phone numbers or critical dates, if possible.

   d. Beware of the perils of professional jargon and educationese. For example, shorten your school's name a bit by saying "Blank County Vocational School" rather than Blank County State Vocational-Technical School, which can sound stuffy.

   e. Standard lengths for radio announcements are 10, 20, 30 and 60 seconds. However, most 60-second announcements need something more than written copy, and shorter announcements have a greater chance of being used.

f. Some stations prefer just one announcement per page of copy, others accept several announcements per page. Find this out as part of "Item a" of this section. In any case, don't mix lengths on a page -- make them all 10-second messages, all 20 seconds, or whatever.

g. Concentrate on only one topic in each announcement. Because the time is so limited only one point can be made effectively.

h. List a contact person at the top of each page.

i. If announcements have a time limit (open house, information on a short-term update course or beginning of a new enrollment period, for example), put DO NOT USE AFTER (date) at the top of each page.

j. If possible, phone numbers and dates should be repeated within each announcement.

k. Style to be used in typing announcements is:

Use All CAPITAL LETTERS.
Double-space announcements
Spell out most numbers, such as thirty-two instead of 32.
Make a clear break between announcements--extra space or a line.

l. A good practice is to read the announcement aloud. You'll have a better idea of how long the announcement is and whether it's easy to read or contains awkward phrases and sounds. (A 10-second message would have approximately 30 words; a 20-second message approximately 70.)

SAMPLE - Public Service Announcements

10-Second Announcements

THIS IS VOCATIONAL EDUCATION WEEK.....
FOR FURTHER INFORMATION ABOUT COURSE
OFFERINGS IN YOUR AREA....CONTACT YOUR
LOCAL SCHOOL SYSTEM.

VOCATIONAL TRAINING.....EDUCATION THAT WORKS.
FROM THE KENTUCKY DEPARTMENT OF EDUCATION
AN EQUAL EDUCATION OPPORTUNITY

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NEARLY EVERY KENTUCKIAN LIVES WITHIN
25 MILES OF A VOCATIONAL SCHOOL.....
FOR FURTHER INFORMATION CONTACT YOUR
LOCAL SCHOOL DISTRICT.....VOCATIONAL
TRAINING.....EDUCATION THAT WORKS.

FROM THE KENTUCKY DEPARTMENT OF EDUCATION
AN EQUAL EDUCATION OPPORTUNITY

#######

THERE ARE MORE THAN 90 VOCATIONAL CENTERS
THROUGHOUT THE STATE.....FOR FURTHER
INFORMATION ON THE 78 SUBJECT AREAS BEING
TAUGHT, CONTACT YOUR LOCAL SCHOOL SYSTEM.....

VOCATIONAL TRAINING.....EDUCATION THAT WORKS.
FROM THE KENTUCKY DEPARTMENT OF EDUCATION.
AN EQUAL EDUCATION OPPORTUNITY.

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SAMPLE - Public Service Announcements (continued)

20-Second Announcements

EVER LOOK AT WANT ADS? SOMEONE ALWAYS WANTS GOOD, TRAINED WORKERS. THE JOBS ARE THERE... AND THE _____ (VOCATIONAL SCHOOL) (VOCATIONAL EDUCATION CENTER) HAS THE TRAINING. CALL ___-____ FOR INFORMATION THAT'S ___-____.

VOCATIONAL TRAINING.....EDUCATION THAT WORKS.
FROM THE KENTUCKY DEPARTMENT OF EDUCATION
AN EQUAL EDUCATION OPPORTUNITY

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BAKER....BRICKLAYER....CARPENTER....SECRETARY....
AUTO MECHANIC....DRAFTSMAN....NURSE'S AIDE....
ELECTRICIAN....AND MANY OTHER GOOD JOBS REQUIRE TRAINING. CHECK THE COURSES OFFERED AT THE _____ VOCATIONAL SCHOOL.
IF YOU'RE LOOKING FOR THE KEY TO A JOB, YOU JUST MIGHT FIND IT AT A VOCATIONAL SCHOOL. CALL ___-____ FOR MORE INFORMATION. THAT NUMBER IS ___-____.

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SAMPLE - Public Service Announcements (continued)

30-Second Announcements

(Hammering, sawing, typing, auto body, car engines, etc.)

WHAT DO THESE INDUSTRIAL SOUNDS HAVE IN COMMON:

THEY ARE ALL SOUNDS FROM COURSES TAUGHT AT

VOCATIONAL SCHOOLS.

SKILLS SUCH AS CARPENTRY, WELDING, DENTAL

ASSISTANT AND OTHERS ARE BEING TAUGHT EVERY-

DAY AT VOCATIONAL SCHOOLS.

FOR FURTHER INFORMATION ABOUT VOCATIONAL

EDUCATION, CONTACT _____.

VOCATIONAL TRAINING.....EDUCATION THAT WORKS.

A MESSAGE FROM THE KENTUCKY DEPARTMENT OF

EDUCATION.

AN EQUAL EDUCATION OPPORTUNITY

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***SUGGESTION: If the radio station will record announcements, find one or two former students who have been successful and let them tell their stories. They should use their own words and rehearse several times before going down to the station for the recording session. It would be better if they didn't actually read from the script, but encourage them to do whatever they feel most comfortable doing. The finished product might be something like this:

I'M JANE SMITH. WHILE I WAS STILL IN HIGH SCHOOL, I STARTED COSMETOLOGY CLASSES AT VOCATIONAL SCHOOL. I MARRIED RIGHT AFTER GRADUATION, SO IT WAS A YEAR LATER WHEN I WENT BACK TO FINISH THE COURSE. I GOT MY LICENSE AND LOVE MY WORK. THREE YEARS AGO I WENT BACK TO SCHOOL AS AN APPRENTICE INSTRUCTOR AND EARNED THAT LICENSE, TOO. NOW I'M A SUBSTITUTE TEACHER AT THE VOCATIONAL SCHOOL AND ALSO WORK IN A BEAUTY SALON. I FOUND MY CAREER, AND YOU CAN FIND YOURS BY CALLING THE SCHOOL AT 555-1234. THAT'S 555-1234.

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2. News releases can be submitted to braodcasting news rooms much as they are submitted to a newspaper editorial department. The same release can be sent, or a special one can be written for the "spoken language" of the broadcast world.

   a. Submit all program copy and releases to station as far in advance as possible.

   b. Typewrite all copy triple spaced on 8½ x 11 inch paper, using one side only. Start a 1/3 of the way down the first page. Leave ample margin.

   c. Put the name of your organization, and your name, address and telephone number at the top of each item.

   d. Give all the facts...the what, when, where, who and why of your event. Be sure to give specific starting and ending dates, such as "Use between July 7 and July 10" and not "Monday through Thursday."

3. A studio interview or a "remote" from some other location is another possibility. These news or feature appearances can be "live" or taped. Even when taped, it is likely to be broadcast without much editing. Thus, it is important that the spokesman be alert, articulate, and accurate.

   a. Because this will require the time and expertise of those in broadcasting, be very selective as to the events for which you request this type of coverage. Generally, if you send written releases on all major events, the broadcasting station will contact you when they feel an interview or "remote" would be of interest. However, do not feel limited by this. You may certainly request it.

   b. If the interview occurs at the radio station, you will receive instructions as to:

      --The proper distance from the microphone.

      --How to handle your copy of script with the least possible noise.

      --Ways to avoid extraneous noise, such as removing dangling bracelets, etc.

   c. If the interview is for television:

      --Cooperate with the director and floor managers during your appearance. They may find it necessary to give you hand signals during the show to guide the speed of your presentation.

      --Wear suits or dresses of soft, medium colors or pastels. Avoid sharply contrasting patterns, colors, and whites

--Personal appearance will be of vital importance to the success of your presentation.

--Keep jewelry simple and uncluttered. Pearls and matte finished metals reflect less light than sparkling and highly-polished jewelry.

--Don't worry about glasses. If your eyes are accustomed to glasses, they will react unnaturally if you try to appear without them. The studio crew will arrange lighting to avoid any glare.

4. The station may cover an event--by invitation or otherwise--either for airing as news or as a documentary or feature. Discretion should be used in requesting this direct coverage. Only events of outstanding merit or interest will be of interest to broadcasting stations.

5. Regularly scheduled local programs provide another opportunity for exposure.

   a. Check with the station on how topics are selected.

   b. Offer suggestions and persons for programs in accordance with guidelines.

   c. Be sure the person appearing on the program is aware of the format and is well informed on material to be covered.

   d. Have a back-up person in case of emergency.

6. New Shapes: Education, a 30-minute public service television program produced by the Kentucky Department of Education, devotes approximately 10 programs per year to vocational education. The program is aired on WLEX, Channel 18 out of Lexington; WKBR, Channel 41 in Louisville; and statewide on KET. Check local television guide for times.

7. Education Speaks is a 15-minute radio program taped in Frankfort or on location by the Kentucky Department of Education. The programs are distributed across the state and play as public service programs at the station's discretion. (See attached list of stations.)

Send possible topic for New Shapes: Education or Education Speaks to:

Connie Quinn
Kentucky Department of Education
Division of Publications
1207 Capitol Plaza Tower
Frankfort, Kentucky 40601
Telephone: 502/564-4964

RECIPIENTS

"EDUCATION SPEAKS" RADIO PROGRAM

WANY--Albany, KY 42602

BIG 21 NEWS--Bowling Green, KY 42101

WKCT--Bowling Green, KY 42101

WKYR--Burkesville, KY 42717

WIKI--Carrollton, KY 41008

Danville, KY 40422

WKAY--Glasgow, KY 42141

WHBN--Harrodsburg, KY 40330

WIRV--Irvine, KY 40336

WFIA--Louisville, KY 40202

WLOU--Louisville, KY 40208

WTMT--Louisville, KY 40203

WTTL--Madisonville, KY 42431

WMOR--Morehead, KY 40351

BIG 60 NEWS--Nicholasville, KY 40356

WANO--Pineville, KY 40977

WDOC--Prestonsburg, KY 41643

WPKY--Princeton, KY 42445

WHRZ-FM--Providence, KY 42450

WRUG--Russellville, KY 42276

WWKY--Winchester, KY 40391

Photography

1. Photographs can add interest to a story or can be released alone. Newspapers prefer 8 x 10 inch black and white prints with a glossy finish (matte finish if the photo is for television use). Color slides are more effective and appropriate for television use.

2. Many newspapers have their own photographers who can take photos of specific events or people to accompany a story. Call the editor or person to whom you send your releases to request a photographer. Be sure to have precise instructions about time and place, including where photographer may park.

   a. Be sure the photographer knows what the point of the photo is, and perhaps suggest how it might be set up. Then get out of the way and let the photographer take the picture.

   b. Rather than ask a photographer to sit through an event, it is often possible to gather all the principals backstage before the event starts and pose the presentation. This is, of course, not feasible if the announcement is to be a surprise. However, you can invite the photographer after the official ceremony and pose the presentation.

   c. If photographs are for release to more than one newspaper, publication, or TV station, get different poses for each release.

3. One caution, however, for those who will be doing their own photography or arranging the phtograph: There is often well-meaning pressure to push "deserving" people into the picture. If it would seem imprudent to deny this, go ahead and shoot an extra photo in order to provide souvenir prints to the lineup. But also get the uncluttered shot you intend to release.

4. If you are doing the photography yourself here are some pointers. It is important that the quality of the photographs is such that it will reproduce well. Photos with strong dark/light contrast reproduce the best.

a. Be familiar with the camera you are using. It is a good idea to take a couple of shots from various angles at different settings untill you are confident of your skills and the camera.

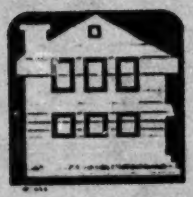
b. Keep the subject of the photograph simple. A close-up of one student working or studying is often more effective than a group or classroom shot.

c. Fill the frame with the subject you are photographing. Avoid extraneous background. Get as close to the subject as you can and still include what you want.

d. A caption should be included with all photographs with correct information about the event and persons. Include a contact person, a phone number, and "date for release after". This caption should be typed double spaced and attached to the back of each photograph released. Do not write on the back of a photograph.

5. Be familiar with the publications to which you want to submit photcs. If they use only black and white photos do not submit color photos. because they do not reproduce well in black and white.

6. Photographs have program awareness value beyond the story of the moment. They should be identified fully and filed carefully for later use in other articles, exhibits, annual reports, testimonial programs, flyers, scrapbooks, TEMPO, newsletters, etc.



Open House/Tours

1. An open house or tour of a facility provides an excellent chance to show visitors and prospective students not only the buildings and grounds, but your total program, progress and successes. Devote whatever amount of planning is necessary to give the program and school the best possible "look" for such a tour. This opportunity can be used to increase public awareness of what your school or program is doing for individuals and for the community.

2. An open house can be held for the public, in which case widespread announcements, invitations, and publicity will be necessary. Give the public a reason to attend.

3. An open house can also be held for a selective audience - business and industry in the community, parents, teachers, etc. These invitations should be personalized and give the recipient a reason to attend.

4. Follow up on initial invitations and make certain prospective visitors are well informed about the correct date and time for the open house.

5. Consider all avenues for publicizing your open house. Flyers and posters to advertise and invite make people aware of what's happening, even if they cannot attend. Of course, newspaper, radio and on a more limited scale, television, are all available for publicity before, during, and after the event.

6. Some suggested activities for your open house include:

   --Displays of actual projects and products made by students.

   --Explanations and demonstrations by both students and instructors of programs offered at the school.

   --Tours led by students through the different program areas.

   --Hands-on-activities where visitors can experience some of the activities that are part of the training.

--Time for visitors to browse at their leisure. Be sure to have persons available to answer questions.

7. If circumstances and funds permit, consider providing refreshments for visitors. Perhaps some of the students could assist in the preparation of refreshments with recognition of their efforts being made in some way during the open house. A door prize could be given (perhaps a project or product made by students in one of the program areas).

8. A related activity might be to offer your facility as a potential meeting site for various groups within your community.

SAMPLE INVITATION:

YOU'RE INVITED

TO THE 1981

EAST KENTUCKY WELDING & MINE EQUIPMENT SHOW

HAZARD STATE VOCATIONAL-TECHNICAL SCHOOL
101 VO-TECH DRIVE, HAZARD, KENTUCKY

SEE AND ENJOY

- Latest welding and mine equipment
- Meet top manufacturing industry representatives
- Safety and mine rescue demonstrations
- Tour the simulated model mine
- Free fish fry, Saturday 11:00 a.m. to 2:00 p.m.

MAY 15 and 16, 1981

- Sponsored by the Advisory Council for Vocational Education

A SCHOOL/INDUSTRY EVENT

Brochures

1. Preparation of brochures should take into consideration the audience to be reached and the message to be conveyed. For recruitment purposes, specific program information should be provided; to stimulate public awareness, more general information on vocational education may be used.

2. Particular attention should be given to brochure layout and design. Your brochure should be attractive and eye catching. Simple illustrations, photos, or graphic designs add interest and make brochures more interesting. Brochures generally are more effective with more illustrations and less text.

*** 3. IMPORTANT: Do not forget to include the following non-discrimination policy statement on all publications. It is required by law!

> The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or handicap.

4. Do not overprint brochures as they may become outdated in a fairly short time. It is better to reprint if more are needed. If reprinting is necessary, information may be updated at that time.

5. Similar to the brochure as an information tool is the flyer/handout. A flyer or handout sheet will, of course, contain less information than a brochure, but its visual impact can be greater. These flyers or handouts can be distributed in a variety of ways--they may be handed out at public meetings, sports events, or annual meetings of various organizations. A local business or industry may be willing to finance and distribute such an effort in return for recognition on the flyer and as a tax deductible public service. Student organizations may sponsor such an effort and public utilities (electric, gas, telephone) may be willing to mail them with their monthly statements. It may also be effective to post the flyers where they have high visibility to large number of people.

SAMPLE BROCHURE COVERS:

energy workshops

VOCATIONAL EDUCATION'S ROLE IN MEETING NATIONAL ENERGY GOALS

Lexington.....September 9, 1980
Lexington Technical Institute

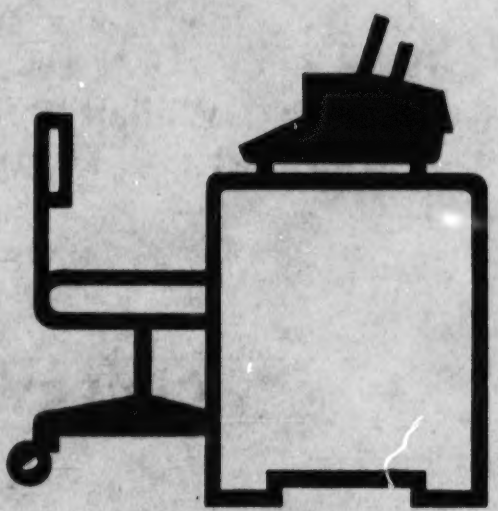
Bowling Green.....September 10, 1980
Bowling Green State Vocational School

Louisville.....September 11, 1980
Jefferson State Vocational School

Sponsored by
Kentucky Vocational Association

In Cooperation with
Bureau of Vocational Education
Kentucky Department of Education

Memo To: Kentucky Vocational Students in Business and Office Education Courses



Kentucky Department of Education
Bureau of Vocational Education

SAMPLE

COMING SOON!

WHAT? The 1981 East Kentucky Welding and Mine Equipment Show

WHERE? Hazard State Vocational-Technical School, Hazard, Kentucky

When? May 15 and 16, 1981

IT'S ALL FREE!

- ★ Free fish fry, Saturday at 11:00 a.m. - 2:00 p.m.
- ★ Over 50 exhibits and presentations
- ★ Latest welding techniques and products displayed
- ★ Latest coal mining equipment displayed and demonstrated by top mine manufacturing companies
- ★ Safety and mine rescue demonstrations
- ★ Tour the simulated coal mine (A model training facility)

FOR MORE INFORMATION CONTACT:

William Robert Spurlock, Chairman

The 1981 East Ky. Welding & Mine Equipment Show

101 Vo-Tech Drive

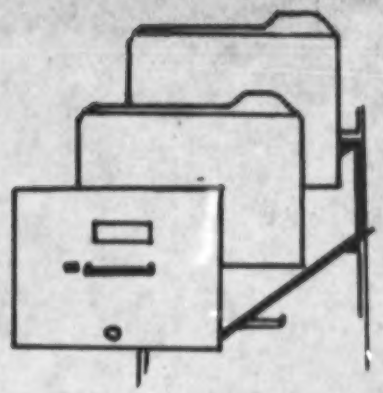
HAZARD, KENTUCKY 41701

Phone 606/436-3101.

!!EVERYONE WELCOME!!

THIS EVENT SPONSORED BY THE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

A SCHOOL / INDUSTRY EFFORT



Speakers Bureau

1. Contact teachers, administrators, counselors, advisory committee members, business and industrial leaders, community leaders, former students, etc. as to availability and willingness to speak to groups. Determine from each individual contacted the aspect of vocational education on which they would be willing to speak.

2. Make a list of names, topics, time and resources needed (carousel projector, overhead, easel, etc.) and be prepared to see that such equipment needs are met for each speaking engagement.

3. Contact community groups, organizations, churches, schools, and other groups who would be interested in such speakers and offer your services in setting up a program for them. Contact them personally and by letter.

4. Periodically update your list of speakers and topics and send it out. Some groups you may wish to contact are:

   Rotary Club
   Business and Professional Women's Club
   Kiwanis Club
   Lions Club
   Chamber of Commerce
   Knights of Columbus
   Local Homemaker's Clubs
   4-H Clubs
   Church Youth Organizations
   School organizations, such as FBLA, National Honor Society, BETA Club, etc.

   There are many, many other organizations which could be contacted, and it is important that you contact as many of those as possible.

5. Some topics which may be considered are:

   --Vocational Education working with business.

   --How does Vocational Education affect _____ (your town)?

--What is Vocational Education?

--How are Vocational Education funds being spent

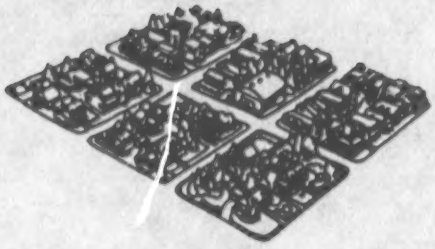
--Co-op Programs--what are they, what are their benefits?

--Nontraditional training--what is being accomplished?

--Accessibility and availability of vocational training to all students.

--Success stories of instructors, students and former students.

The number of topics is limited only by the imagination of those you ask to be in the speaker's bureau.



Community Involvement

1. Class projects may be designed to meet a need in the community while giving students a chance for actual experience. Projects to help charitable organizations, hospitals, nursing homes, schools, disadvantaged or handicapped citizens might be considered.

2. Participation in community-wide events such as festivals, parades, celebrations, etc., are excellent methods to let the community know of the students' skills and interest. Vocational skills can aid and contribute to the success of all these programs. Again, increasing visibility and recognition of vocational students and their skills should be a major focus of program awareness activities.

3. Another way to obtain visibility is to donate class work to charity auctions and telethons or as prizes in local contests. Items such as cookies or food from commercial foods programs; decorative items made in carpentry or welding classes; or services of students in programs such as cosmetology, child care, and masonry would be welcome additions to many community events. Remember to give credit to the vocational program which donates such items.

*Don't forget that these activities can be written up for local newspapers and for TEMPO articles.

Displays/Posters/Bulletin Boards

1. Keep in mind when using these particular methods that they should be kept simple, timely, informative, and attractive.

2. First determine where displays can be set up. Elementary and secondary schools, shopping malls, store windows, banks, court houses, and office buildings are but a few of the opportunities for using displays.

3. Obviously, a display must be appropriate for the space available. Request your space well in advance of the date you wish to use it. Then plan your display to make one point--remember that simplicity and interest are the key factors.

4. Topics for displays could include:

   --Co-op opportunities.

   --Nontraditional training.

   --How people are served by vocational education.

   --Specific programs.

   --Youth organizations.

5. If space permits, use displays which show work done by students in class. The actual product is most effective; but if space prohibits, photos can be effective in getting the message across. Use lettering large enough to be easily read and keep the message simple.

6. Live displays/demonstrations have been extremely successful in shopping malls. Equipment, students and instructors can present a realistic picture of what a specific vocational program involves. In such demonstrations, talk with people who stop to watch--personal contact is important! In using the "show and tell" method, you can effectively recruit future vocational students and support for vocational education programs.

7. It is helpful to have some sort of brochure/flyer/souvenir to hand out to people. This provides a more permanent reminder of what was presented in the demonstration/display.

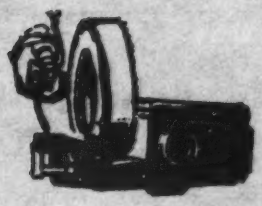
8. Billboards may be rented from or donated by companies or organizations when not in commercial use. Again, it is important to consider what message to use--simple, to the point and informative.

Promotional Items

1. The use of such items as buttons, note pads, placemats, pens, bumper stickers, posters, calendars or anything with your program's name on it can be an effective program awareness technique. These items can be distributed at any public event. Obviously, cost is an important factor--a more expensive item may be distributed to a select group rather than to the general public. For example, calendars can be printed for distribution to local bussinesses which support vocational education or miniature posters done by a graphic arts department can be distributed with the newspaper or at a display in mall.

2. If printing for give-a-way items cannot be done at your school or one nearby, it may be possible to get a reduced rate or donation from a commercial printing company by giving them credit, such as "Printing comliements of _____Company" on each item.

3. The design of a message on these promotional items can be uniform, such as the "Know How" slogan for National Vocational Education Week. Or, you can design one specifically for your purposes. Students are excellent sources for designs. You might even have a contest and choose the best design. Be sure the design is clearly recognizable as vocational education.



Slide Presentations

1. Before you decide to produce a slide show be sure that your subject or message can be presented visually. The primary message of a slide show is visual. If your topic does not lend itself to visual interpretation you should consider using a different medium.

2. Slide presentations are versatile. They can be easily updated or changed to suit various audiences. The narrative can be an informal comment, a prepared script or a taped narrative. The taped script can have audible pulses to indicate when to manually advance slides or electronic pulses which require special equipment and automatically advance the slides.

3. Prepare a script outline with the points you want to make in their approximate order. Make a note of ideas for slides which would illustrate those points.

4. In writing your final script give special attention to your introduction. It should be interesting and catch the interest of the audience, as well as introduce the topic.

5. The body of the show should be a logical progression from one point to another with verbal transitions.

6. You will want a strong summary or conclusion. Give your audience something to remember. You may want your slide show to lead to more discussion or it may be self explanatory.

7. The most effective slide presentation usually lasts 8 - 10 minutes and uses approximately 75-100 color slides.

8. Slides should be kept on screen no less that 3 seconds and no more than 8 or 10 seconds, unless for special effects. Use as many or as few slides as necessary to illustrate each point.

9. For title slides or visuals, clarity, color and interest are vital. Draw or write out what you want on posterboard or paper. For best results a copy stand should be used in making these slides. Students are always a potential source for graphics for slides.

10. In putting your slide presentation into final form, remember the combination of music, tones, voice recording, etc. If you feel you need additional expertise in your efforts, local radio stations and music stores can be helpful.

11. Statistical data should be kept to a minimum and illustrated clearly.

12. One word of caution: Keep the audience and message always in mind. Don't try to do too much with one presentation.

13. If you are doing the photography yourself, see the section on photography on page 22. The same principles of composition apply. Vary your use of close ups and groups. Remember with slides you are dealing with color.

SAMPLE SCRIPT

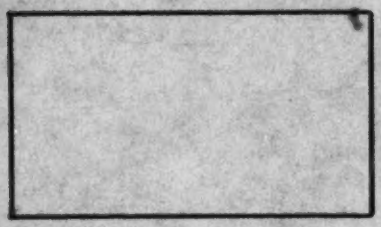
A Unique Learning Experience!

SLIDE	SCRIPT
Black	MUSIC
Graphic: "A Unique Learning Experience" Red letters on black background	MUSIC FADE A Unique Learning Experience!
Name on exterior of school	The Virginia Chapman Academic/Vocational Division of Covington Holmes High School is a new concept in secondary education.
Students entering school	On August 25, 1980, amid reporters and cameras, one hundred students embarked on this exciting new program.
Students in the halls	These were 9th and 10th grade students from Holmes High School who expressed an interest in vocational training.
Counselors administering GATB	Students were tested and screened for suitability in this new program.
Displays of academic and vocational instructional materials	The Chapman Division offers students a comprehensive 4-year high school curriculum. This unique curriculum provides students an opportunity to obtain <u>both</u> a high school diploma <u>and</u> entry level job skills.
Students in classroom	Operated by the Covington school district, The Chapman Division is designed to meet the total educational needs of individual students.

EXAMPLE

SLIDE PRESENTATION

(This is another format which can be reproduced and used to develop a script)



Slide No. _____

Narrative

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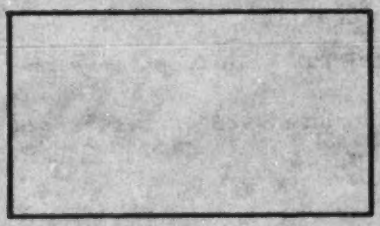

Slide No. _____

Narrative

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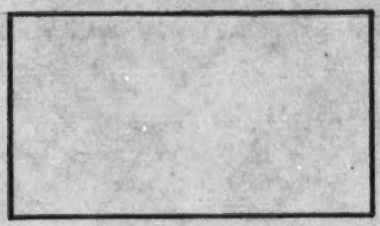

Slide No. _____

Narrative

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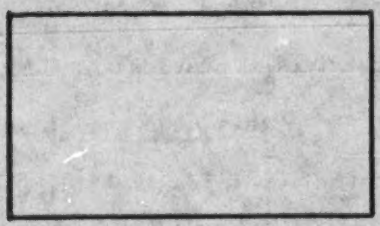


Slide No. _____

Narrative

_____

_____

_____

_____

Proclamations

Proclamations are a method of making the public aware of the vocational programs in your area. You can have a day or week proclaimed in honor of a person, program or facility. This can be done by the mayor or a county official. The Governor generally declares the second week in February as Vocational Education Week in Kentucky in conjunction with National Vocational Education Week.

1. Request the proclamation of least a month in advance. Be sure to explain the purpose of the proclamation.

2. Provide a sample proclamation or the original copy of the proclamation as requested by the official who will sign it.

3. You may want to request a signing ceremony with appropriate representatives from vocational education and the community. Inform the local media if such a ceremony is arranged. They may want to cover it.

4. You can write a news release with the information on the reason for the proclamation and any activities that are a result of it. This can be distributed prior to the events or immediately following them.

Proclamation

BY THE

Governor

OF THE

Commonwealth of Kentucky

To All To Whom These Presents Shall Come:

WHEREAS, The progress and well-being of the citizens of Kentucky depend to a great extent upon education and training for the "world of work" as provided in the school systems of this Commonwealth; and,

WHEREAS, Profound sociological, economic, and technological changes in our society are bringing about rapid changes in the structure and nature of our "world of work," thereby placing new and additional responsibilities on the educational system; and,

WHEREAS, The Congress of the United States and the General Assembly of the Commonwealth of Kentucky have recognized these problems and have acted upon them through appropriate legislation; and,

WHEREAS, Professional contributions of the vocational educators of this Commonwealth have assisted youth and adults in the process of preparation for work; and,

WHEREAS, The American Vocational Association, by representative assembly, has established the second week in February as "Vocational Education Week";

NOW, THEREFORE, I, JOHN Y. BROWN, JR., Governor of the Commonwealth of Kentucky, do hereby proclaim the week of February 10-16, 1980 as

VOCATIONAL EDUCATION WEEK

in Kentucky and urge all citizens of the Commonwealth to observe this week by making themselves better acquainted with vocational education purposes and programs by visiting any vocational institution or program in their area.

DONE AT THE CAPITOL, in the City of Frankfort, this the 25th day of January, in the year of Our Lord One Thousand Nine Hundred Eighty and in the year of the Commonwealth the One Hundred Eighty-eighth.

JOHN Y. BROWN, JR.
GOVERNOR

Fran
Secr

Recognition/Appreciation

One of the best ways to establish and maintain good community relations is to recognize people within the community who have made a contribution or supported vocational education. There are several ways in which this might be accomplished.

1. A luncheon or dinner may be planned. If there is a ceremony or presentation of any kind, be sure to notify the local media and send out a news release. In this way you can get double benefit from the effort.

2. While certificates are nice and relatively inexpensive, small gifts or students' work may be another effective method of showing appreciation. Having students make the presentations is another technique which can be used.

   Business and industry leaders; employers of co-op students; school board members; advisory committee members; outstanding students; instructors; administrators, and many others are possible recipients for such recognition.

3. Particular care should be taken to make any awards ceremony "an event" rather than just another dinner. Invitations can be done in-house if facilities are available. They should be sent out early enough to allow for planning. The spouses of honorees should be included on the invitations if resources and space are available.

4. Students can be involved in the entire planning process, as well as the actual event. The visibility of students is a prime goal of increasing awareness of vocational programs. Students in commercial foods program can certainly use this opportunity to show off the skills they have mastered.

LETTER OF APPRECIATION

SAMPLE

June 1, 1981

INSIDE ADDRESS_____
_____
_____

Dear _____:

Thank you for your continued interest in and dedication to vocational education in (city, county or region). The (time, equipment, support, or interest) you have given will insure the quality of the vocational training the citizens in our community will continue to receive.

Please accept our sincere appreciation for your efforts.

Sincerely,

_____

NOTE: Keep in mind that this is a sample. It is best to mention as many specifics as you can for each individual. Try to avoid using form letters.

TEMPO

TEMPO is the information dissemination journal for Kentucky Vocational Education. It serves as a link between vocational educators in the state; all Kentucky state and national legislators; all state vocational education directors and Research Coordinating Unit directors; the occupational board; student and professional organizations; and industrialists throughout the state. The mailing list consists of over 6,000 persons.

One main purpose of TEMPO is to give visibility to quality programs throughout the state, as well as to show the link between vocational students and business and industry. To encourage the use of the information contained in TEMPO and to give the journal more appeal for classroom teachers, the "Shoptalk" section covers a variety of topics of interest.

1. Feature articles should be from one to three typewritten, double-spaced pages. Each issue usually has a theme; however, any story of a unique or successful program, student, or instructor will be considered. To find out the date and the theme of an issue of TEMPO, contact the editor.

2. "Shoptalk" items are shorter and can deal with any person, program, or topic which would be of interest to other vocational educators.

3. Type all items double-spaced. Be sure to include the author's name, address and phone number in case there is a question or need for more information.

4. Black and white glossy photographs are encouraged and welcomed with either a feature story or "Shoptalk" item. Please identify persons in the photo and give credit to the photographer.

Submit all material for TEMPO to:

Elsie Kennedy, Editor
TEMPO
Capital Plaza Tower
Frankfort, Kentucky 40601

Journal Articles

Journals and newsletters published by professional organizations or commercially are often receptive to unsolicited articles.

1. Be familiar with the publication and the type of items it uses. Publications or journals in fields related to vocational program areas may use a feature story on a successful or unique program or student. The AVA journal, Voc Ed, is another possibility, as well as the KVA newsletter.

2. Request editorial guidelines on what types of articles the publication is seeking, criteria for accepting an article, and format for articles to be submitted.

3. If the publication uses photographs and one or more photos would accentuate, clarify or illuminate your article, submit them with your articles. Be sure to note if black and white or color photos are used in the publication. Submit photos of high quality.

4. Follow the editorial guidelines as to length of the article, but remember that the editor may have to alter or shorten an article in the interest of space. For that reason, the most important information should be in the first paragraph of an article or story.

Newsletters or Bulletins

1. These forms of communication can originate at the regional or local level and be sent out on a regular basis with information concerning programs, students, placement, outstanding achievements, activities, etc., and can serve many audiences.

2. You may wish to circulate a bulletin daily or weekly in your own facility to keep up with announcements, procedures, activities, etc.

3. On a monthly or quarterly basis you may want to communicate with the local school board, non-vocational teachers and counselors, advisory committee members, regional staff or other groups. The main thing is to keep information relevant, current and interesting. Each of these groups has an interest in vocational education and needs to be kept informed. They are all busy people and appreciate brief, concise information relevant to their interests.

4. Keep in mind publications, newsletters or bulletins put out by local industries or public utilities. They often will print articles of interest submitted from outside their organization. Ask for guidelines before sumbitting articles.

SAMPLE NEWSLETTER

THE NEWSLETTER OF VOCED REGION 9

COMMUNICATOR

Volume 5 | May, 1981 | No. 1

"GATEWAY" STATE VOCATIONAL-TECHNICAL SCHOOL IS FUNDED

At a meeting of the State Baord of Education on Thursday, April 23, 1981, funding procedures for the new Rowan County High School were discussed and approved. This removed the "road block" for approval of the proposed "Gateway" State Vocational-Technical School to be constructed on the same site on land donated by the Rowan County Board of Education.

Priorities were given as follows:

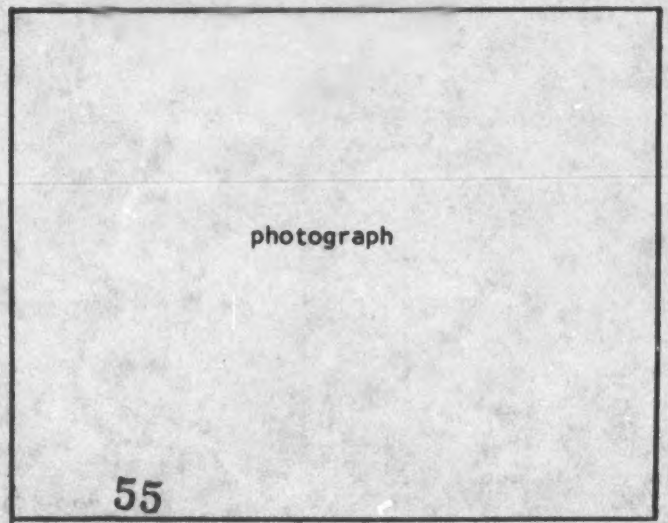
1.	Northern Kentucky Health Facility		1.5 million
2.	Elizabethtown SVTS Expansion		3.0 million
3.	"Gateway" SVTS		4.9 million
		Total	9.4 million
4.	Ashland SVTS		3.0 million
5.	Hazard SVTS Expansion		3.0 million
		Total	6.0 million

Since approximately 9.5 million is available for construction of vocational facilities during 1981-82 fiscal year, this means that our school will be funded beginning July 1, 1981.

I want to take this opportunity to thank everyone for their continuing efforts to effect the funding of the "Gateway" State Vocational-Technical School. Out efforts during the next several months will center around planning, construction, and implementing programs for the new school.

FBLA WINNER

Becky Mabry, the regional FBLA shorthand winner, has brought home another trophy from the state FBLA competition held in Louisville Sunday, April 26, through Tuesday, April 28. Becky placed third in the State shorthand competition. She is a secretarial student at Rowan County Vocational School and plans to pursue a career as a secretary.



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REGIONAL PROGRAM AWARENESS EXHIBIT

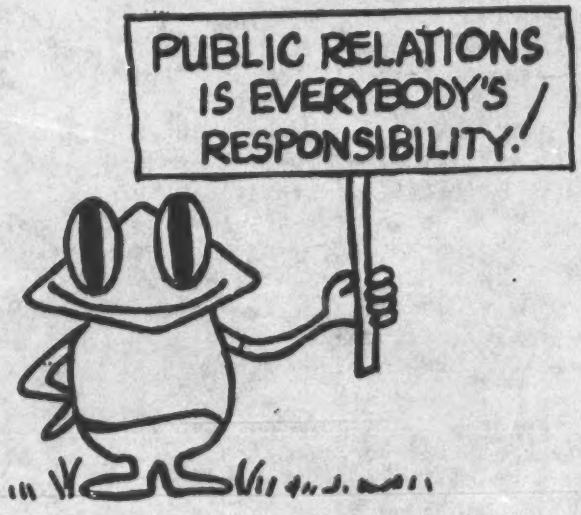
The exhibit was initially prepared for Vocational Education Week--to be taken to the Capitol Rotunda in Frankfort and displayed during that week. However, we were allowed to leave the exhibit at the Capitol the entire month of February.

Students, teachers, and other personnel contributed to the creation of the exhibit; some items were made by students.

Since February, the exhibit has been used in Maysville for a career day. It was used in Mt. Sterling for a job fair and displayed at the Mt. Sterling National Bank for one week, and also at Martin's Department Store in Morehead. We are planning to use the exhibit throughout the year for various activities.

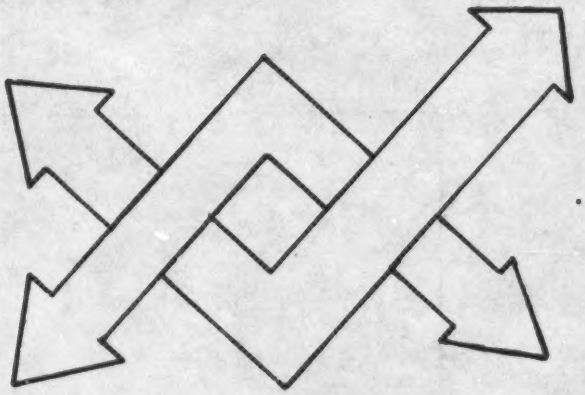
photograph

The Program Awareness Committee plans to prepare another exhibit for next year. Any ideas, suggestions, or contributions from out students, teachers, and other personnel are appreciated. This is the second year we have had a regional exhibit, and it has proven to be successful in making people more aware of vocational programs, as well as inexpensive to put together.



People can be divided into three groups: those who make things happen, those who watch things happen, and those who wonder what happened.

John W. Newbern



Interaction with Other Educators

1. In dealing with school boards, non-vocational teachers, advisory committees, etc., don't forget to take advantage of any opportunities to speak to them as a group at regular meetings or in-service programs. You might also want to invite these groups to meet at or tour your facility. The more familiar they are with the various vocational programs, the greater will be their support.

2. Don't forget the importance of the staff in your own facility. We are all often guilty of burying ourselves in our own program. An opportunity ought to be made available for vocational professionals to share with each other their successes, their problems and their common concerns. This opporutnity might be a switching of teaching assignments for a day, a family meal at the facility or an in-service activity. A sense of unity and common purpose can do a lot for a vocational program's reputation and visibility.

3. Youth organizations allow students to develop a sense of belonging and group spirit. They are well organized groups which supplement and complement classroom instruction. However, not each program area has an organization for all types of students. For that reason every effort must be made to involve students with each other and school life. This can be done by establishing a student council, by encouraging student competition outside the classroom, sponsoring contests, or getting students in multi-program type projects where various classes work toward a common goal or product.

4. Another resource which should not be overlooked is school papers. Informing students of vocational opportunities available to them may encourage enrollment. Here, also, is a forum for presenting the image of vocational education as one of a progressive, modern education system concerned with career exploration and training individuals to enter the world of work with specific skills. Emphasis can also be put on nontraditional training programs and the accessibility and availability of vocational programs to all Kentuckians.

Resources

AMERICAN HOME ECONOMICS ASSOCIATION PUBLIC RELATIONS MANUAL -- American Home Economics Association (publication 5011-5), 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036.

HOW TO TELL YOUR STORY -- Prepared by the National Consumer Finance Association, 100 16th Street, N.W., Washington, D.C. 20036.

IF YOU WANT AIR TIME AND SO YOU'RE ON TV -- Prepared by the Public Relations Service of the National Association of Broadcasters, 1771 N. Street, N.W., Washington, D.C. 20036.

IMPROVING THE IMAGE OF HOME ECONOMICS IN KENTUCKY -- Home Economics Education Unit, Bureau of Vocational Education, Frankfort, Kentucky 40601.

KENTUCKY NEWS MEDIA DIRECTORY 1980 -- South Central Bell, State Public Relations Office, P.O. Box 3210, Louisville, Kentucky 40232, telephone (502)583-8536.

KNOW HOW-PUBLIC RELATIONS - A GUIDE FOR VOCATIONAL EDUCATION WEEK 1979 AND THROUGHOUT THE YEAR -- American Vocational Association, 2020 N. 14th Street, Arlington, Virginia 22201.

LET'S PAMPER OUR GROUP PUBLIC RELATIONS - By Marguerite Grumme -- Marguerite Grumme, 3830 Humphrey Street, St. Louis, Missouri 63116.

PROMOTING VOCATIONAL EDUCATION - A PUBLIC RELATIONS HANDBOOK FOR VOCATIONAL EDUCATION -- American Vocational Education, 2020 N. 14th Street, Arlington, Virginia 22201.

PUBLIC RELATIONS HANDBOOK, July 1967 -- Department of Industrial and Technical Education, North Carolina State University ar Raleigh, Raleigh, North Carolina 27607.